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ABSTRACT

This workbook was designed to aid students at Whatcom Community College in writing learning contracts for independent study. The workbook first explains the purpose of the contract, which specifies what is to be learned, how the learning will take place, and the methods of evaluation to be used. Procedures, guidelines, and illustrations are then presented for each of six steps in writing the contract: (1) specifying precise learning objectives; (2) specifying learning activities, such as travel, reading, or interviews; (3) specifying methods of evaluation (e.g., papers, tests, or self-evaluation); (4) compiling a bibliography of books or other materials to be used; (5) determining the amount of credit to be granted; and (6) securing faculty approval of the contract. Finally, the workbook provides short answers for 22 questions likely to be asked by students. These questions relate to limitations on credits; contract completion; time limitations and extensions; contract revisions; faculty mentor selection, role, and salary; contracts that parallel offered courses; registration; transfer of credit; restrictions to receivers of veteran's benefits; off-campus learning experiences; and grading policies. The appendix includes self-evaluation guidelines, an outline of the responsibilities of students and faculty in the independent learning process, and sample contracts. (JP)

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A HANDBOOK FOR CONTRACT LEARNING

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WHATCOM COMMUNITY COLLEGE

"Come to the edge, he said.
They said: We are afraid.
Come to the edge, he said.
They came.
He pushed them...and they flew."

Guillaume Apollinaire

Dear Student,

You are about to embark on a very exciting process of designing your own learning experience for college credit. This handbook is designed as a workbook, to take you step-by-step through the process of writing a learning contract. It is designed as a reference book, to answer the most frequently asked questions and give needed information and directions. This handbook will help you put form and consequence to your ideas. Enjoy! You are about to take flight into a new dimension in college learning.

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"True education strengthens the capacity to continue to make sense of one's life as it develops."

Marilyn Ferguson

INTRODUCTION

Whatcom Community College offers you an exciting alternative approach to the traditional methods of learning in a college setting. You are encouraged to pursue learning outside the classroom through the guidance of a self-designed LEARNING CONTRACT. A learning contract, though not a binding document in the strictly legal sense of contract, is a written agreement reached between the student and the College regarding what is going to be learned, the method of learning and the method of evaluation. Contracts are drawn up, agreed to, and signed by you, your mentor, and the Coordinator for Alternative Learning, thus the name learning contract. A learning contract enables you to develop a course(s) specifically related to your own academic, career, and life interests.

"Every person is, in part, "his own project" and makes himself. Growth forward... requires courage and strength in the individual as well as protection, permission, and encouragement from the environment."

Abraham Maslow

Whatcom Community College recognizes that:

1. You are capable of accepting much of the responsibility for your learning;
2. You are unique, and that educational experiences can be developed which reflect your interests and capabilities;
3. Significant learning can occur outside of the classroom as well as within, and that you should receive credit for such outside learning experiences; and
4. Learning does not take place on a rigid time schedule and that you should be able to determine the length of time needed for you to satisfactorily complete a learning experience.

HOW TO DEVELOP A LEARNING CONTRACT

We begin all learning with a question. The first question is the hardest but one question leads to another.

STEP 1 : SPECIFY YOUR LEARNING OBJECTIVES.

You and your MENTOR together agree on what the learning contract contains, but you have a major role in developing the contract. A mentor is an individual with expertise in the subject area of your learning experience recruited by the College to assist you through your learning contract.

Before you begin identifying learning objectives, you may want to jot down some answers to the following questions:

1. What new skills do I want to develop as a result of this learning experience?
2. What ideas, concepts, thoughts do I want an opportunity to explore?
3. What specific accomplishments would I like to make as a result of this learning experience?
4. What do I feel I need to learn in order to accomplish my goal?
5. What do I feel I need to learn in order to acquire the level of knowledge I desire?
6. What directions do I want to grow as a result of this learning?

Now you are ready to start filling out the first column of the learning contract, LEARNING OBJECTIVES. A learning objective is a clear and concise statement that defines specifically what you want to learn. Learning objectives describe what you will learn, in whatever terms are most meaningful to you, and NOT how you are going to learn the material or subject. The ideas you have jotted down from answering the above questions can be translated into learning objectives. Here is an example of both vague statements and precise learning objectives in a course in Child Development:

The mere act of beginning a project increases your chances of completing it and builds confidence in your ability to go on to the end.

LEARNING OBJECTIVES

1. *Vague:* *Be able to understand the development of children.*

   Precise: *Be able to identify the process of physical development from birth to twelve years of age.*

2. *Vague:* *Be able to learn how a child thinks.*

   Precise: *Be able to compare and contrast theories for the learning process of a 3-5 year old child.*

You can write as many learning objectives as you want, within the scope of the learning experience. In the appendix, page 26, you will find a "shopping list" of verbs useful for writing learning objectives.

The things we lose are often found in unexpected places. If you are looking for information...like anything else, try looking in the unexpected places, too.

STEP 2 : SPECIFY YOUR LEARNING ACTIVITIES:

When you have finished listing your learning objectives, move over to the second column of the contract, LEARNING ACTIVITIES. Learning activities describe how you propose to go about accomplishing each of the learning objectives. Identify the activities or strategies you will use to acquire the learning and the resources, material and human, you plan to use. Some examples of possible learning activities are:

1. Travel - Describe where you plan to travel and the length of time.
2. Reading - Include complete bibliography in appropriate column.
3. Observations - Describe what you expect to observe.
4. Mentor Consultation - Indicate the approximate number of meetings, the time involved and purpose.
5. Working - Describe your job duties and place of work.
6. Community Involvement/Volunteer Work - Describe your expected volunteer activities and the approximate amount of time involved.
7. Field Trips - Identify the location of the field trip.
8. Journal - Describe what you expect to be recording in the journal.
9. Interviewing - Identify the positions or persons.
10. Workshops/Training Sessions - Identify the workshop and the number of hours involved.
11. Practice - Specify number of hours per week.

Here is an example:

LEARNING OBJECTIVES	LEARNING ACTIVITIES	EVALUATION
1. *Be able to identify the process of physical development from birth to 12 years of age.*	a) *Read selected readings* b) *Confer with mentor once a week, 1 hr./meeting for 10 weeks to discuss concepts* c) *Visit St. Joseph's birth center to observe development of newborns*	
2. *Be able to compare & contrast theories for the learning process of a 3-5 yr. old child.*	*Same as 1a and 1b*	
3. *Be able to describe how children develop sex roles and associated behavior.*	a) *Volunteer at WCC Day Care Center 6 hrs. per week, observe children's behavior.* b) *Observe own children's behavior.* c) *Keep a journal recording observations on how child develops relationship with peers and adults.*	

STEP 3 : SPECIFY HOW YOU ARE GOING TO DEMONSTRATE LEARNING.

You now determine the method(s) of EVALUATION. An evaluation supplies evidence to the mentor that you have learned what you set out to learn and provides a basis for grading. You will want to discuss this with your mentor but try to design a method of evaluation that is interesting, creative and challenging to you. Be sure there is a method of evaluation for each learning objective (See example, page 8). Some ideas for possible forms of evaluations that can be used are:

1. Written Research Paper - Identify topic, format, special expectations.
2. Demonstration or Simulation - Roleplay learning.
3. Learning Journal - Describe what you expect to be recording in the journal.
4. Oral Evaluation - Identify topics and format.
5. Case Study - Identify subject and situation.
6. Examination - Objective or essay, in-class or take home.
7. Product Assessment - Specify product, e.g., poems, paintings, photographs.
8. Self-evaluation - Follow the format in the Appendix, page 23.
9. Project or Experiment - Specify nature of the project or experiment.
10. Performance - Specify performance, e.g., ballet, voice, skiing, and circumstances surrounding performance.
11. Study Questions - Specify which readings or chapters covered.

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Evaluations are not conclusions; they are commencements. Just as commencement means both to complete and to begin, so evaluations are the end to one learning journey and the beginning of another.

Ideally evaluations take place periodically throughout the learning experience allowing for opportunity to modify the learning contract or provide needed assistance.

A good suggestion or "rule of thumb" is to include a LEARNING JOURNAL as one of your forms of evaluation. A learning journal is an informal, running record you keep of your discussions, activities and reflections pertaining to the learning experience. Your learning journal will help you and your mentor target areas in which you are having difficulty, e.g., management of time, organization, and progress of learning. It can also help you integrate the knowledge by reflecting on the learning experience.

In addition to method of evaluation, you need to specify the CRITERIA. Criteria are the basis upon which the results of the evaluation methods are to be graded. You can do a learning contract for either a pass-fail grade or a letter grade. Most learning contracts are done on a pass-fail basis. The following is an example for evaluation and criteria for a pass-fail grade.

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"Writing is thinking. It is more than living for it is being conscious of living."

Anne Morrow Lindberg

LEARNING OBJECTIVES	LEARNING ACTIVITIES	EVALUATION
1. *Be able to identify the process of physical development from birth to 12 years of age.*	a) *Read selected readings.* b) *Confer with mentor once a week, 1 hr./meeting for 10 weeks to discuss concepts.* c) *Visit St. Joseph's birth center to observe development of newborns.*	a) *Submit *research paper, The Developing Child, **demonstrating understanding of learning objective to be evaluated by mentor.* b) *Submit *annotated bibliography to be reviewed by mentor **for completeness and accuracy.*
2. *Be able to compare and contrast theories for the learning process of a 3-5 yr. old child.*	*Same as 1a and 1b.*	a) *Same as* EVALUATION 1a and 1b.
3. *Be able to describe how children develop sex roles and associated behavior.*	a) *Volunteer at WCC Day Care Center 6 hrs. per week, observe children's behavior.* b) *Observe own children's behavior.* c) *Keep a journal recording observations on how child develops relationship with peers and adults.*	a) *Submit *learning journal of observations to be reviewed by mentor **for completeness.* b) **Oral evaluation with mentor on readings, observations and reflections **demonstrating understanding of learning objectives.*
		OVERALL: **Oral or written (one or two pages) self-evaluation of learning experience* (see Appendix page 23)

* Evaluation method
** Criteria

If you want to receive a letter grade, specific criteria must be set up indicating the level of accomplishment or expertise to be achieved for each grade level (A, B, C, D, & Z). You can determine the grade level by either varying the quantity of evidence (amount of work) you agree to supply OR the quality of learning demonstrated in the evidence. A suggested guideline upon which to develop criteria demonstrating quality of learning is below.

It makes no difference where ideas come from; it's what we do with them that matters. We don't have to justify our ideas but only our action and its consequences if we decide to follow one or more of them.

CRITERIA FOR DEMONSTRATING QUALITY OF LEARNING

"D" Marginal completion of learning activities with evidence of incomplete understanding of desired knowledge and/or skills demonstrated.

"C" Completion of all learning activities with evidence of a basic understanding of desired knowledge and/or skills demonstrated.

"B" Completion of all learning activities with MASTERY of the desired knowledge and/or skills demonstrated.

"A" Completion of all learning activities with MASTERY of the subject AND ability to demonstrate understanding of the general theory underlying subject and transfer this understanding to applied/other situations.

An example of an evaluation where student is requesting a letter grade follows. The example shows how to vary quantity of evidence as well as quality of learning applying above guidelines.

LEARNING OBJECTIVES	LEARNING ACTIVITIES	EVALUATION
1. Be able to identify the process of physical development from birth to 12 years of age.	a) Read selected readings	a) Submit research paper on The Developing Child, including footnotes, to be evaluated by mentor. * CRITERIA FOR LETTER GRADE: "A" Integrate knowledge from readings with own observations, reflections and thoughts. "B" Interface and organize knowledge from readings. "C" Demonstrate understanding of knowledge from readings. "D" Incomplete grasp of concepts.
	b) Confer with mentor once a week, 1 hr./meeting for 10 weeks to discuss concepts.	b) Submit annotated bibliography to be reviewed by mentor for completeness and accuracy. ** CRITERIA FOR LETTER GRADE: "A" Completion of all the selected readings. "B" Completion of 5 of selected readings, including Developing Child. "C" Completion of 3 of selected readings including Developing Child.
	c) Visit St. Joseph's birth center to observe development of newborns.	
2. Be able to compare and contrast theories for the learning process of a 3-5 yr. old child.	Same as 1a and 1b.	Same as 1a and 1b
3. Be able to describe how children develop sex roles and associated behavior.	a) Volunteer at WCC Day Care Center 6 hrs. per week, observe children's behavior.	a) Submit learning journal of observations and reflections to be reviewed by mentor for completeness not to be graded.
	b) Observe own children's behavior.	b) Oral evaluation with mentor on observations, readings, reflections demonstrating understanding of learning objectives to be evaluated based on the guidelines on page

* Varying quality of learning
** Varying quantity of work

STEP 4 : SUPPLY YOUR BIBLIOGRAPHY.

If you know of the books or articles you want to read or filmstrips/slides and other materials you need in order to learn what you set out to learn, list them in the designated section. If you are unsure of some good reading resources or other material resources, you may want to check with the Learning Resource Center (LRC) to get some ideas (it would be time-saving to make an appointment with an LRC staff member, or have your broker introduce you to a staff member). You can also ask your mentor to recommend resources for your bibliography.

"A man ought to read just as inclination leads him; for what he reads as a task will do him little good."

Samuel Johnson

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"The most difficult tasks are consummated, not by a single explosive burst of energy or effort, but by consistent daily application of the best you have within you."

Og Mandino

STEP 5 : PROPOSE THE AMOUNT OF CREDIT.

Learning contracts varying in the amount of credit they are worth according to the time spent with the experience and depth and quality of the learning. In order to determine credit, you need to add up the number of hours you will spend learning the subject. Look at your list of activities and "guesstimate" the amount of time you will spend in each activity over the duration of the learning experience. Total the number of "estimated" hours. With the total number of hours, Use the following chart to estimate your credit.

1 credit	22 - 33 hours
2 credits	34 - 66 hours
3 credits	67 - 99 hours
4 credits	100 - 132 hours
5 credits	133 - 165 hours
6 credits	166 - 198 hours
7 credits	199 - 231 hours
8 credits	232 - 264 hours
9 credits	265 - 297 hours
10 credits	298 - 330 hours
11 credits	331 - 363 hours
12 credits	364 - 396 hours

The broker or mentor may modify your proposed amount of credit based on their professional judgement of the depth and quality of the learning.

STEP 6 : NEGOTIATE YOUR CONTRACT WITH YOUR MENTOR AND GET APPROVAL SIGNATURES.

After you have completed your draft of your learning contract, you will want to review it with your mentor. At the bottom of each column there is a place for the mentor to make any negotiated additions, deletions, comments or revisions. Here are some questions you might ask your mentor about the contract to get optimal benefit from his/her expertise:

1. Are the learning objectives clear, understandable, and realistic; do they describe what you propose to learn?
2. Can he/she think of other objectives you might consider?
3. Do the learning activities seem reasonable, appropriate and effective tools in which to learn the desired knowledge?
4. Can he/she think of other activities you might consider?
5. Does the evidence seem relevant to the various objectives and would it be a valid way to evaluate the experience?
6. Can he/she suggest other evidence you might consider?
7. Is the criteria upon which to judge the evidence fair, clear and understandable?
8. Does he/she have recommendations for other criteria?

"You cannot teach a man anything, you can only help him find it within himself."

Galileo

QUESTIONS ABOUT CONTRACT LEARNING

"I will act as if what I do makes a difference."

William James

1 HOW MANY CREDITS CAN I RECEIVE BY LEARNING CONTRACTS FROM WHATCOM COMMUNITY COLLEGE?

The type of degree you are receiving from WCC limits the number of credits you can obtain through independent learning. Please check with your academic advisor to make sure that your learning contract fits within your degree plan.

2 HOW MANY CREDITS CAN I RECEIVE BY LEARNING CONTRACT PER QUARTER?

You may receive up to a maximum of 12 credits per quarter, but remember you determine the length of time needed to satisfactorily complete the learning contract. Most contracts are designed to be completed in a quarter, but they can be designed for a longer or shorter period of time. You may be working on a maximum of 12 credits at any time.

3 HOW DO I PROVE I SPENT THE DESIGNATED TIME ON THE LEARNING CONTRACT?

It is not important that you "prove" the time spent. It is important that you prove the designated learning has taken place which happens through the evaluation process.

4 IS THERE A LIMIT TO HOW MUCH CREDIT I CAN RECEIVE FOR THE SAME LEARNING EXPERIENCE?

The learning experience sets the limits, not WCC. You receive credit for the learning acquired not the time involved. Repeating an experience with no new learning does not equate to more college credits.

5 MAY I HAVE TWO DIFFERENT CONTRACTS SIMULTANEOUSLY?

Yes. You can work on as many different contracts at a time as you feel capable of handling successfully, up to the maximum of 12 credits per quarter.

6 WHAT IF I DON'T WANT TO COMPLETE A CONTRACT?

You will need to see your broker to work through details. You may get credit for what you have already learned or it may be decided that it is best for you to drop the course.

7 DO I HAVE TO FINISH MY CONTRACT IN A CERTAIN TIME PERIOD?

You may begin and finish a learnirg contract at any time during the year, except for students receiving financial aid or veterans benefits. The students must finish the contract during the quarter in which they have registered for it.

8 WHAT IF I NEED MORE TIME TO COMPLETE MY CONTRACT THAN I ORIGINALLY PLANNED? IS THERE A PENALTY FOR AN EXTENSION?

There is no penalty for an extension. You are asked to estimate the amount of time it will take you to complete the contract at the beginning. If you need more time, an extension must be negotiated and agreed upon by your mentor, and a new time limit established.

9 IS IT POSSIBLE TO REVISE A CONTRACT MID-STREAM?

Revisions in the contract are to be negotiated with the mentor. Put changes in writing in appropriate section of learning contract. If changes entail a revision in the number of credits, course title, course department, or major scope of the learning contract, your broker should be notified.

10 HOW IS MY MENTOR SELECTED?

Your mentor is selected by your broker on the basis of his/her expertise in the subject area. You may make a suggestion of a possible mentor, but the final selection is by the College.

11 HOW MUCH TIME CAN I SPEND WITH MY MENTOR?

Mentors are advised to spend no more than 12 hours working on the contract, including time for preparation and evaluation. You make arrangements to meet with your mentor according to both of your time schedules, within the maximum of twelve hours per learning contract.

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"No man's knowledge here can go beyond his experience."

John Locke

A person's mind stretched to a new idea, never returns to its original dimensions.

12 WHAT CAN I EXPECT FROM MY MENTOR?

The roles and responsibilities of the mentor, as well as the student's are spelled out in the Appendix.

13 CAN I CHANGE MENTORS IN THE MIDDLE OF A LEARNING CONTRACT?

Yes. You need to discuss your reasons with your broker.

14 IS MY MENTOR PAID?

In most instances, your mentor is paid by WCC for the maximum of 12 hours of work with you and the learning contract.

15 WHO EVALUATES MY LEARNING. . .THE COLLEGE . . . MY MENTOR?

The mentor is responsible for evaluating your learning. Any evidence you produce is for the mentor only. It is not to be submitted to the broker or WCC.

16 CAN I DO A LEARNING CONTRACT FOR A COURSE REGULARLY OFFERED BY THE COLLEGE?

Yes, if the subject can be learned on an independent basis.

17 HOW IS THE DEPARTMENT AND COURSE NUMBER DETERMINED?

Your broker, as an "educational officer", is responsible for determining department and course number (if the course is not a regular course offering at WCC). Course numbers 89, 99, 189, 199, or 289, 299 depending on the level of advancement of the study. Your mentor may make some suggestion in this area. Otherwise, regular WCC department and course numbers are used.

18 HOW DO I REGISTER FOR A LEARNING CONTRACT?

You first contact a College broker to discuss the possibility of doing a learning contract, PRIOR to registering. Number of credits will be determined, and you will then register for LC (learning contract) 189 for a predetermined number of credits.

19 ARE INDEPENDENT LEARNING CREDITS TRANSFERABLE TO OTHER COLLEGES? DO THEY SATISFY DEGREE REQUIREMENTS?

Credits are transferable, and can satisfy degree requirements, depending upon the learning contract and how the experience fits within your degree plan. Please contact your academic advisor if this is a concern to you.

20 IF I AM RECEIVING VETERAN'S BENEFITS, ARE THERE ANY CREDIT RESTRICTIONS I SHOULD BE AWARE OF?

If you are receiving veteran's benefits, you may earn credit through a learning contract, as long as it comprises less than 50% of your quarter credit load. You must complete the contract during the quarter in which you have registered for it.

21 CAN I DO A LEARNING CONTRACT OUTSIDE OF WHATCOM COUNTY?

Yes. If you are going to work or travel outside of the county, you may design the experience into a learning contract.

22 WHAT IF I WANT TO CHANGE A PASS-FAIL TO A LETTER GRADE?

A change from pass-fail to a letter grade must be negotiated with your mentor, and definite criteria developed. (See page 9).
If you want to change the grading scheme from a letter grade to pass-fail, you need to negotiate this also with your mentor.

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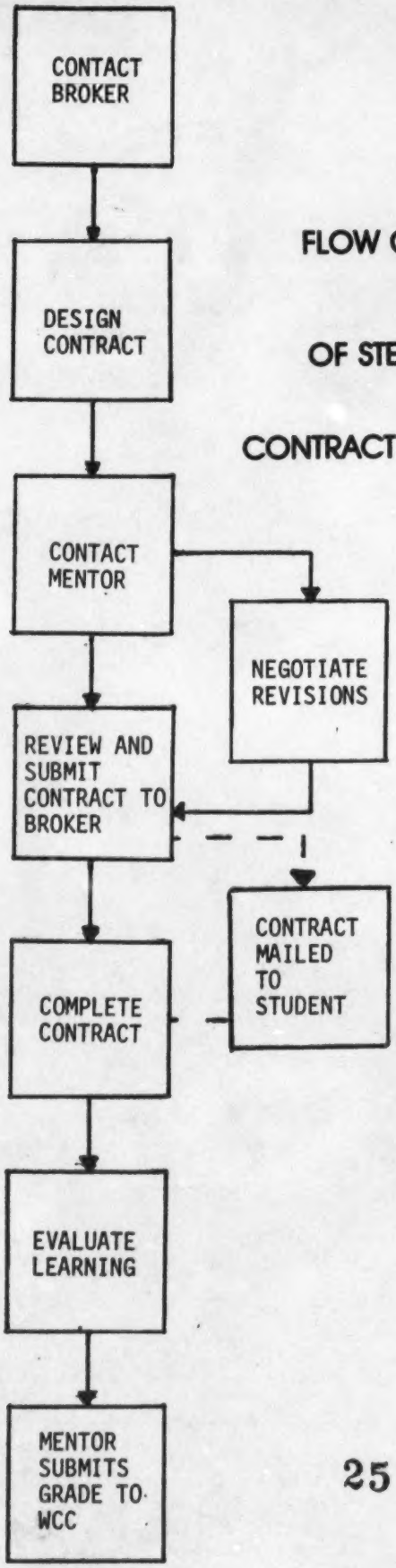
"And the end of all our exploring will be to arrive where we started and know the place for the first time."

T.S. Eliot

APPENDIX



FLOW CHART

OF STEPS IN

CONTRACT LEARNING

An old Zen motto: "If you want to get someplace, you've got to give up waiting to get to that place; in order to achieve something, you've got to stop waiting for it to happen and get into the process of achieving it." Life is a process which has many spin-offs called products.

25

SELF-EVALUATION

GUIDELINE

"Learning is but an adjunct to ourselves and where we are our learning likewise is."

Shakespeare

The only person who really knows how much you have learned through your learning contract is YOU. Writing a self-evaluation provides you the opportunity to reflect on the academic and personal growth that has occurred as a result of your involvement with your learning contract. When composing the self-evaluation, you might think about the following questions, but feel free to respond in any way that provides a well thought out and sincere evaluation of your learning contract experience.

1. Did I learn what I originally thought I was going to learn? What objectives were met and which were not?

2. What were some of the unanticipated learnings?

3. Why was I not able to achieve some of my expected goals?

4. What have I learned about myself as a result of being involved with the learning contract experience?

5. What have I learned about my ability to learn independently through a learning contract?

6. What new subject areas do I want to explore as a result of this learning experience?

7. What factors do I consider contributed to this learning experience being worthwhile (or not worthwhile)?

8. If I was going to do another learning contract, what would I do differently to maximize the value of the learning experience?

ROLE & RESPONSIBILITIES OF PERSONS WORKING WITH LEARNING CONTRACTS

"Experience is not what happens to man. It is what man does with what happens to him."

I. STUDENT

1. Propose a written learning contract of what and how you want to learn.
2. Set-up a time-line or schedule that allows you to work on the learning contract activities each week. Make a commitment to yourself that you will complete the learning contract by the estimated completion date.
3. If you are having problems with the learning contract, are stuck and need motivation, need more information or want feedback on how you are doing, contact your mentor immediately. Take the initiative to get assistance when you need it.
4. Meet with your mentor regularly - call to make an appointment.

II. MENTOR

1. Review or assist in developing the student's learning contract to insure that it is complete and of good quality.
2. Recommend learning resources - books, magazines, people, agencies, etc.
3. Be a resource for information but do not assume the responsibility for "teaching" the student as is done in a traditional classroom.
4. Meet regularly with the student to review progress, share ideas and motivate (maximum of 12 hours).
5. Evaluate the student's work as described in the learning contract.
6. Report the final grade (usually "pass" or "fail") to Registration or the Alternative Learning Experiences office.
7. Keep track and report all time spent working with the learning contract to the broker.

III. BROKER

1. Inform the student of the learning contract process, policies and procedures.

2. Determine the most appropriate mentor for each contract and link the mentor with the student.

3. Inform the mentor about the learning contract policies and procedures.

4. Problem-solve appropriate situations that arise.

5. Process the hiring, faculty contract and payroll for mentors.

6. Suggest learning resources.

7. Insure quality control for learning contracts.

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"The biggest problem in the world could have been solved when it was small."

Lao Tsu

A CATEGORIZED "SHOPPING LIST" OF VERBS USEFUL FOR WRITING LEARNING OBJECTIVES

SIMPLE TASKS	STUDY SKILLS	ANALYSIS SKILLS	SYNTHESIS SKILLS
attend	arrange	analyze	alter
choose	attempt	appraise	change
collect	categorize	combine	design
complete	chart	compare	develop
copy	cite	conclude	discover
count	circle	contrast	expand
define	classify	criticize	extend
describe	compile	deduce	generalize
designate	consider	defend	modify
detect	diagram	evaluate	paraphrase
differentiate	document	explain	predict
discriminate	find	formulate	propose
distinguish	follow	generate	question
distribute	formulate	induce	rearrange
duplicate	gather	infer	recombine
find	include	paraphrase	reconstruct
identify	itemize	plan	regroup
imitate	locate	present	rename
indicate	map	save	reorganize
isolate	organize	shorten	reorder
label	quote	structure	rephrase
list	record	switch	restate
mark	relate		restructure
match	reproduce		retell
name	return		rewrite
note	search		signify
omit	signify		simplify
order	sort		synthesize
place	suggest		systematize
point	support		
provide	underline		
recall	volunteer		
repeat			
select			
state			
tally			
tell			
underline			

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"Everything has been thought of before, but the difficulty is to think of it again."

Goethe

4. BIBLIOGRAPHY

Please supply the proposed bibliography that will be used, including books, audio tapes, films

Discography

1. Live at the Regal B.B. King
2. Seeger & Guthrie In Concert
3. Miles of Isles Joni Mitchell
4. Tonight In Person The Limelighters
5. Peter, Paul, & Mary In Concert
6. Doc Watson on Stage Doc Watson
7. Sweet Child Pentagle

5. CREDIT

4 Number of credits proposed for the learning contract.

120 Approximate student learning time in total hours
- 22-33 hours of learning time equates to 1 credit
- for Cooperative Education, 3-5 credits

P Pass/Fail, or _____ Letter grade

6. APPROVALS

The signatures below indicate that these individuals have read this contract and approve it as an appropriate academic experience.

Peter Townsend — Student — Sept. 9 — date

Paul McCartney — Mentor — Sept. 9 — date

_____ — Employer/Supervisor (Cooperative Education only) — _____ — date

Susan Mancuso — Coordinator of Alternative Learning Experiences — Sept. 10 — date

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Learning Contract

Personal Information

Student Name Peter Townsend
Address 1919 Who Road
Bellingham, WA. 98225
Social Security Number 123-45-6789
Day Telephone 676-2170 Evening Telephone 733-4400

Project Information

Project Goal

I want to be able to perform vocal music, accompanying myself in front of large audiences with confidence.

Course Title Advance Guitar Performance
Department/Number Music 289 Number of Credits 4
Beginning Date September 22 Estimated Completion Date December 10
Mentor Paul McCartney
Address 1027 Abbey Road
Deming, WA. 98244
Telephone 592-1111

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Item # _____ Grade _____
Broker _____
Instructor of record _____

1. LEARNING OBJECTIVES

What learning do you propose for this project or experience? What knowledge, understanding, skill, attitude, or value is sought? What questions do you want answers to?

1. I want to know how to best set the stage for my performance, e.g., stage entrance, exit, set-up, manipulation of instruments, stool, how to sit, etc.
2. I want to know how to operate a public address system including microphone adjustments, different types of mikes, frequency responses, feedback and minimization of feedback, operation of mixers, speaker placement.
3. I want to arrange accompaniment vocal parts, instrumental breaks or solos with 5 songs of choice.
4. I want to be able to reproduce the melody of the 5 chosen songs a cappella, improving my diction, pitch, accuracy, tone and breathing techniques.
5. I want to create and maintain good communication and feedback from the audience.
6. I want to be able to co-ordinate everything with confidence, singing, guitar playing and stage presence.

2. LEARNING ACTIVITIES

How do you proposed to acquire this learning? What tasks, projects, experiences, exercises will you do? Who are the people who can help? What places and things will be of assistance?

1. a) Observe 4 performances of artists I emulate.
   b) Keep a learning journal on observations and reflections of performances.
   c) Rehearse in front of mirror or close friends.
2. a) Volunteer for at least 3 set-up of public address system at WWU's Mama Sundays or concert series.
   b) Gather information from professional sound dealers on types and brands of microphones and their operating characteristics and application.
   c) Keep a learning journal on observations of effective use of microphones and sound systems including pamphlets, catelogs, spec sheets on microphones.
3. a) Meet with mentor once a week for 10 weeks to work on song arranging.
   b) Listen to 7 albums selected by mentor for arrangement ideas.
4. a) Practice voice, a cappello with tape recorder at least 2 hours a week.
   b. Comment on progress of voice in learning journal.
5. a) Practice on tape different introductions and dialogues between songs at least 1 hour per week.
   b) Consult with mentor on difficult areas in weekly meeting.
6. a) Practice on tape coordinating voice, playing, and presentation 4 hours a week the last 2 weeks of learning experience.
   b) "Dress" rehearse in front of family or friends.

3. EVALUATION

What evidence will you show to demonstrate your learning? What criteria will be used to evaluate this evidence? If a letter grade is desired, indicate what is to be accomplished for each grade.

1. a) Submit journal for evaluation by mentor for accuracy, detail of observations and understanding of process.
2. a) Same as 1a.
3. a) Submit annotated discography to be reviewed by mentor for understanding of arrangement concepts demonstrated on record.
   b) Perform arrangement of 5 songs for mentor critiqued for appropriateness of mood and style and competency of execution.
4. a) Submit tape of singing every 2 weeks for feedback from mentor.
5. a) Submit tape of dialogue every 2 weeks for feedback from mentor.
6. a) Public performance in an open mike/concert/recital situation with mentor present to be critiqued on ability to "hold" audience and overall competency of performance.

Mentor Comments/Negotiated Revisions

Are the objectives clearly stated and as specified as possible? To the best of your knowledge, are they equivalent to college-level learning?

The objectives are clearly stated and are attainable. I would like to see you start with 8-10 songs at first, chosing 5 to "polish" towards the end of the quarter.

Mentor Comments/Negotiated Revisions

Is each objective accounted for with sufficient resources and activities? Has specific time been indentified for student/mentor conferencing?

Very good activities.

Mentor Comments/Negotiated Revisions

Is there a method of evaluation to demonstrate fulfilment of each learning objective? Has consensus been reached regarding criteria for evaluation?

I agree that these methods will be adequate for evaluation of your progress, please give me cassette tapes if possible, not reel-to-reel.

4. BIBLIOGRAPHY

Please supply the proposed bibliography that will be used, including books, audio tapes, films

1. The Developing Child - Bee
2. Total Baby Development - Koch
3. The First Three Years of Life - White
4. The Discovery of the Child - Montessori
5. Ourselves and Our Children - (Boston's Women Collection)
6. What Are Little Girls Made Of

7. Use LRC for magazine resources and media resources.

5. CREDIT

5 Number of credits proposed for the learning contract.

150 Approximate student learning time in total hours
- 22-33 hours of learning time equates to 1 credit
- for Cooperative Education, 3-5 credits

____ Pass/Fail or X Letter grade

6. APPROVALS

The signatures below indicate that these individuals have read this contract and approve it as an appropriate academic experience.

Student Jennifer Jacobi — date 9/14

Mentor Drew Dudley Oakley — date 9/14

Employer/Supervisor (Cooperative Education only) — date

Susan Mancuso — date 9/15
Coordinator of Alternative Learning Experiences

WHATCOM COMMUNITY COLLEGE
5217 Northwest Road
Bellingham, WA 98225
(206) 676-2170 / 384-1541

Learning Contract

Personal Information

Student Name Jennifer Jacobi
Address 2919 Apple Street
Bellingham, WA. 98225
Social Security Number 590-16-7981
Day Telephone 734-2102 Evening Telephone Same

Project Information

Project Goal

I would like to have a better knowledge of child development so I can better understand my children. Also, I would eventually like to teach and feel I would be a more effective teacher with a Background in the process of developing child.

Course Title Child Development
Department/Number Psychology 210 Number of Credits 5
Beginning Date September 22 Estimated Completion Date December 12
Mentor Drew Oakley
Address Midtown Center - WCC
Telephone 676-2109

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1. LEARNING OBJECTIVES

What learning do you propose for this project or experience? What knowledge, understanding, skill, attitude, or value is sought? What questions do you want answers to?

1. Be able to identify the process of physical development from birth to 12 years of age.
2. Be able to compare and contrast theories for the learning process of a 3-5 yr. old child.
3. Be able to describe how children develop sex roles and associated behavior.
4. Be able to describe how children's personality develops according to different theories and learn how to help my child have a positive self-concept.
5. Be able to learn how to effectively discipline a child.
6. Be able to become more conscious of my role as a parent and how I can help my child develop to her fullest potential.

MENTOR COMMENTS/NEGOTIATED REVISIONS

Are the objectives clearly stated and as specified as possible? To the best of your knowledge, are they equivalent to college-level learning?

Good objectives.

2. LEARNING ACTIVITIES

How do you propose to acquire this learning? What tasks, projects, experiences, exercises will you do? Who are the people who can help? What places and things will be of assistance?

1. a. Read selected readings.
   b. Confer with mentor once a week for 10 weeks to discuss contents. One hour meeting per week.
2. Same as 1a and 1b.
3. a. Volunteer at WCC Day Care Center 6 hours per week to observe children's behavior.
   b. Observe own children's behavior.
4. Same as activities 1, 2, and 3.
5. Same as activities 1, 2, and 3.
6. Keep a learning journal reflecting on my behavior in relation to what I am learning in the readings.

MENTOR COMMENTS/NEGOTIATED REVISIONS

Is each objective accounted for with sufficient resources and activities? Has specific time been identified for student/mentor conferencing?

3. EVALUATION

What evidence will you show to demonstrate your learning? What criteria will be used to evaluate this learning? If a letter grade is desired, indicate what is to be accomplished for each grade.

1. a. Submit research paper on The Developing Child, including footnotes, to be evaluated by mentor.

   "A" Integrate knowledge from readings with own observations, reflections and thoughts.

   "B" Interface and organize knowledge from readings.

   "C" Demonstrate understanding of knowledge from reading.

   "D" Incomplete grasp of concepts.

   b. Submit annotated bibliography to be reviewed by mentor for completeness and accuracy.

   "A" Completion of all the selected readings.

   "B" Completion of 5 of selected readings, including Developing Child.

   "C" Completion of 3 of selected readings, including Developing Child.

3. EVALUATION (CONTINUED)

2. Same as 1a and 1b.

3. a. Submit learning journal of observations and reflections to be reviewed by mentor for completeness. Not to be graded.

   b. Oral evaluation with mentor on observations, readings, reflections, demonstrating understanding of learning objectives to be evaluated based on guidelines in the Student Handbook.

4. Same as 1a and 1b.

5. Same as 1a and 1b.

6. Same as 3a.

MENTOR COMMENTS/NEGOTIATED REVISIONS

Is there a method of evaluation to demonstrate fulfillment of each learning objective? Has consensus been reached regarding criteria for evaluation?

Journal will be checked at regular conference sessions.